

Inspection report for early years provision

Unique reference number	256990
Inspection date	02/02/2011
Inspector	Jane O'Callaghan
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 1986. She lives with her husband on the outskirts of Peterborough. The whole of the ground floor, upstairs bathroom, and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has seven children on roll and of these five are in the early years age range and one child is in the compulsory childcare group; of these two children are funded.

The childminder collects and takes children to local schools, visits parks and places of interest. The childminder supports children with English as a second language.

The childminder is an accredited childminder and holds a Level 3 qualification in Childcare and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a wonderful time with this dedicated childminder. They thoroughly enjoy a very interesting and extensive range of play opportunities and outings that support their learning and development extremely well. All aspects of children's welfare are fully supported and the childminder's practice is inclusive in all respects. The childminder has thorough systems in place for evaluating her practice and provision and continually making improvements. The childminder has established highly effective relationships with her parents and other providers to ensure a shared approach to each child's unique learning and development needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor learning environment to consistently promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively protected as the childminder has a comprehensive awareness of safeguarding issues. She regularly attends training and is confident in implementing the appropriate procedures, should any concerns arise. She has robust policies and procedures in place which are reflective of the setting's practice and shared with parents. The childminder ensures that the children's safety remains paramount through effective processes, such as, ensuring children are

never left unsupervised with persons who have not been vetted. Extensive risk assessments for all areas of the childminder's home, resources and individual outings ensure children's safety is protected and these are reviewed half yearly or sooner if required.

Excellent partnerships with parents and other professionals are in place. Parents highly praise the childminder, both verbally at the inspection and through questionnaires. They are delighted with the progress their children are making and the service provided. The childminder gathers extensive information from parents to establish children's starting points and carefully plan for each child's individual needs. Children's achievements and learning and development records are shared each day with parents, who use the information to support their child's learning and development in the home. The childminder has made excellent links with other providers where children also attend to ensure every child is appropriately supported and to provide continuity in their learning by sharing learning and development records.

The childminder is committed to her own professional development and is a qualified and experienced child carer and an accredited childminder. She has introduced a thorough system of self-assessment which successfully identifies both strengths and areas for development and she updates this regularly. Parents and older children are fully involved in this process, which ensures their views are considered and acted upon.

Children are learning about wider society as they play with the vast selection of imaginative multicultural resources, including instruments and finger puppets. The childminder ensures that children celebrate various festivals. For example, for Chinese New Year she is planning for the children to make rabbits noses for the 'Year of the Rabbit' at the local Children's Centre. This ensures that children are cared for regardless of age, gender, culture or disability in a safe, caring environment.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy and settled in the childminder's care. The childminder's excellent knowledge of the different stages of development and the specific needs of the children in her care enable her to plan a range of stimulating and interesting activities. Effective planning and positive interaction enable the childminder to provide high levels of support, challenge and extension in all that the children do. The childminder does individual profiles of all children and these contain lots of photographic evidence of them participating in a wide variety of activities. For example, children digging in the garden and baking where they mix and measure the ingredients. All observations are dated and clearly linked to the areas of learning and their next steps. Parents are encouraged to take the profiles home and add their comments, all of which are very positive.

The childminder spends lots of time with the children, encouraging them to walk with the dolls pram and counting with them how many dolls are in the pram and

children repeat two and receive lots of praise. Children eagerly enter the provision giving lots of cuddles to the childminder and friends. She reminds them about this week's theme of 'black and white' and they are keen to show her the black and white cow they have brought from home. Children are very interested when given opportunities to develop their creative skills when they draw zebras and ruffle up the white tissue paper and stick it onto the black paper. Younger children draw on the paper on the child size table and hold the crayons very well and draw freely, with encouragement from the childminder. They play with shape sorters and with the help of other children, and the childminder learn about the shapes and numbers that they are putting them into. The childminder ensures that children get regular trips out in the community, where they mix with other children, play in the local parks and also have daily access to the excellently resourced rear garden. For example, in the garden children can learn about different textures in the sensory area of the garden, grow snowdrops in their own section of the garden and play on the excessive range of toys and activities available to them, although the outdoor learning environment does not consistently promote all areas of learning

The childminder sets aside time when children all sit down and shake the pom poms they have been given and sing action songs with them. All of the children have a really enjoyable time repeating the actions and singing along with the childminder very confidently.

Children learn about the importance of being healthy and become independent in attending to their personal care needs from an early age. For example, children have their own individual beakers, and wipe their own hands with the wipes prior to snack time. Children are well-nourished through an excellent, varied menu of healthy, nutritious snacks and meals cooked by the childminder. There are clear boundaries in place; children are extremely well-behaved. All children play cooperatively together as they enjoy taking turns to sit with the bricks building together and all help to tidy the toys away. Children receive consistent praise for all achievements and are encouraged to show respect for each other and develop good manners. Children display an excellent understanding of how to keep themselves safe. For example, through participating in regular fire drills and practising road safety. The childminder takes all their contact details on outings and children wear identity bands. Children clearly enjoy themselves and benefit greatly from the time they spend with the childminder in a safe and fun environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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